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ABSTRACT

This report appraises a 3-year project that sought to develop leadership teams in 10 schools so as to assist schools in revitalizing their guidance programs around a developmental approach. The focus was to create a guidance curriculum that was proactive rather than reactive and for the program to be installed in the school's regular curriculum. The programs were evaluated both externally and internally, with a consultant ranking counselor effort and participants evaluating three major events: (1) Revitalization of Guidance Class; (2) the Conference on Competency Based Guidance (a program for central office personnel, building level administrators, counselors, and directors of guidance); and (3) the Fall Dissemination Conference. Participants gave all of these events a positive ranking. The project staff themselves reported that 9 out of the 10 schools made significant progress in their guidance programs. Two schools had dramatically restructured their programs and 9 out of the 10 schools' model components proved useful to other districts. The major finding for the project was that for change to take place, existing paradigms must be explored, owned, and changed. An appendix lists the dissemination efforts for this program. (RJM)

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ED 380 743

FINAL REPORT ON THE REVITALIZATION OF GUIDANCE IN NORTHEAST OHIO PROJECT

Funded by Grants From

The Cleveland Foundation and
The George Gund Foundation

Dr. Frank L. O'Dell
Dr. Carl F. Rak
Mr. Joel Chermonte

Cleveland State University
Department of Education Specialists
July, 1990

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INTRODUCTION

The Revitalization of Guidance in Northeast Ohio Project was a three year project funded by the Cleveland and George Gund Foundations. The project was coordinated and implemented by the Department of Education Specialists, College of Education, Cleveland State University, with the support of the State of Ohio Department of Education, Guidance and Counseling Section, and the American Association for Counseling and Development. The assumptions underlying the project were that guidance programs have not improved or adopted new ideas because of a lack of guidance leadership. Thus, the purpose of the project was to develop leadership teams to assist schools in Northeast Ohio in revitalizing their guidance programs around a developmental approach. The focus was to create a guidance curriculum that was proactive rather than reactive and become a component of the school's regular curriculum. The goals of the project as outlined in the proposal were:

1. Offering a course on guidance leadership for teams from 10 schools.
2. Providing consultation to the 10 schools in developing their total program and model component.
3. Dissemination of the knowledge developed in the project.

PROCEDURES

Year I - 1987-88

The project was staffed by Dr. Frank O'Dell, (Department of Educational Specialists, Cleveland State University), Dr. Carl Rak (Cleveland Public

Schools), Mr. Joel Chermonte (Fairview Park Schools), and Ms. Anne Hamlin (Graduate Assistant, Department of Educational Specialists). Dr. Lewis Patterson, one of the initiators of the project was not able to be directly involved in the project because of his duties as associate Dean, but did provide consulting assistance. An Advisory Board was established to provide guidance for the project and select the 10 schools to be involved. The Advisory Board consisted of:

1.	Dr. James Costaneza	Mentor Schools
2.	Ms. Evelyn Kirby	Cleveland Schools
3.	Dr. Nancy Taylor	Cleve. Hts/Univ. Hts School
4.	Dr. Vic Smole	Rocky River Schools

A call for proposals was sent to all schools in Northeast Ohio. From the proposals submitted, the Advisory Board selected 10 schools to be involved. The following criteria were used in selecting the 10 participating schools:

1. Innovative quality of the proposal
2. Transferability of the project to other schools
3. Meeting a recognized student or program need
4. Equal distribution of the projects over the geographic sections (urban to suburban) of Northeast Ohio and school levels (elementary, middle/jr.high , high school)

The Advisory Committee selected the following ten schools to be a part of the project:

1.	Cleveland Elementary	Your Self-Esteem Builders
2.	Cleveland Rhodes H.S.	School-Wide Motivational Guidance Plan
3.	Cleveland Heights	A Change Process For High School Guidance
4.	Mentor	Self Concept As A Basis For Career Decision Making
5.	Wickliffe	Educational And Career Decision Making Model
6.	Bay Village	Parent-School Partnerships For The 1990's
7.	Fairview	Comprehensive Group Guidance Program
8.	Lakewood	Effective Academic And Social Transition From Middle To High School
9.	Medina	Issues Of The 80's - Meeting The Needs Of Students, Parents, And Faculty
10.	N. Olmsted	The Boost Club

Each of the 10 schools designated a guidance leadership team composed of 3 members. Project requirements called for one member of the team to be a counselor and a second member to an administrator. The third member could hold any school position that the participating schools felt appropriate. The project staff, with the assistance of outside consultants, provided a series of ten inservice programs. The main theme of the inservice series was preparing the teams for their role as mid-level managers in the change process. Such topics as new guidance conceptualizations, implementation plans and strategies, and organizational change methods were covered. (See Appendix A for complete listing).

One of the 10 sessions was devoted to competency based guidance and featured Dr. Sherry Johnson (Howard Co. Maryland) and Dr. Clarence

Johnson (Anne Arundel Co. Maryland). In order to have a greater impact on Northeast Ohio an instructional conference featuring the Johnsons was held for both administrators and counselors. Approximately 170 educators attended. Both the inservice series and the invitational conference were well received (See Appendix C for evaluative material).

Year II - 1988 -1989

During the second year the project staff provided consultation services to assist the 10 leadership teams in two tasks. The first was to restructure their total guidance program around a developmental model. The second task was to develop one component of their program to serve as a model for other schools. The consulter used information from the 87-88 inservice series and Dr. Glenn Saltzman (Medical School of Northeast Ohio), the outside evaluator, to assist in the development of the school projects.

Year III 1989 - 1990

The third year of the project was devoted to the dissemination of program findings and subsequent materials developed. A conference featuring Dr. Norman Gysbers (University of Missouri: Columbia) was held in the Fall. Dr. Gysbers, a national leader in revitalizing guidance programs, presented his competency based guidance approach developed from the projects in Missouri, Texas, Alaska, and Connecticut. Each of the ten leadership teams also presented the results of their project and distributed materials (See Appendix D for Programs and Evaluation material).

To further disseminate the data and materials from the project, each team prepared a portfolio of materials. These portfolios are

available on loan from the Cleveland State University Library or schools may purchase them from the CSU Educational Development Center at printing and service cost.

Other dissemination efforts conducted by the project staff included:

1. Presentations at three All Ohio Counseling Conferences (1988, 1989, 1990)
2. A national presentation at the American Association for Counseling and Development (March 1990)
3. Five regional guidance skills workshops conducted by the Ohio Department of Education (April, May 1990) (See Appendix D)

The project staff is now in the process of reviewing the findings of each project and when those reviews are completed they will be submitted for publication.

PROJECT EVALUATION

Outside Evaluator

Dr. Glenn Saltzman was appointed by the foundations as the outside evaluator. In his report Dr. Saltzman rated each of the projects on a 1 to 10 scale in several areas. In the area of counselor effort the range was from 4.5 to 10 with a mean rating of 8.05 and a mode rating of 10.

Participants Evaluation

Each of the events in the project were evaluated by the participants. The three major events were:

1. Revitalization of Guidance Class

2. Conference on Competency Based Guidance

3. Fall Dissemination Conference

Revitalization of Guidance Class

All class activities were evaluated by the participants using a 5 point scale:

1. Not Useful
2. Marginally Useful
3. Good Material
4. Very Useful
5. Excellent

The mean rating for individual sessions ranged from 2.17 to 4.18 The overall mean program rating was 3.45 for content, 3.50 for speakers and 3.47 for organization (See Appendix B for complete evaluation).

Conference on Competency Based Guidance

The Competency Based Guidance Conference was not planned in the original proposal but, as evidenced by the program evaluations, it was a needed and useful addition. The conference featured Dr. Sherry Johnson and Dr. C.D. Johnson. There was a morning session for central office administrators and an afternoon session for building level administrators , counselors, and directors of guidance. Both sessions were evaluated by the participants using the standard evaluation of the Greater Cleveland Educational Development Center who coordinated the conference for the project. The form contains 6 questions which evaluated the content and process for the conference on a 1 to 6 scale with 6 being high. The mean evaluation for the morning was 5.25 and for

the afternoon it was 5.11 (See appendix C for a complete summary of evaluation).

Fall Dissemination Conference

The participants in the Fall Dissemination Conference evaluated the conference using a modified form of the evaluation instrument used for the competency based guidance workshop. This form contained 5 questions which evaluated the content and process of the conference. The mean evaluation for the conference was 5.05 on the 6 point scale. (See Appendix D for a complete summary of the evaluation.

Subjective Evaluations

The project staff feels very good about the progress made by 9 out of 10 of the involved schools. Two of the schools have dramatically restructured their total program and 9 out of the 10 have developed model components that are of value to other districts in improving their guidance programs. This is evidenced by the good attendance at our conferences and workshops and the overwhelming requests that we have had to share materials. One goal of the project was to bring more visibility to guidance programs. As further evidence of the project's success, Dr. O'Dell received the Meritorious Service Award from the Ohio School Counselor Association and Mrs. Eleanor Walther (leader of the North Olmsted Team) received the Outstanding Teacher of the Year Award for the North Olmsted City Schools.

SUMMARY AND RECOMMENDATIONS

Rapid technological changes have made everything easier except

planning for the future. Many of today's students will have unlimited opportunities if they are educationally prepared, but many problems in our society, such as the breakdown of families, the use of drugs, and child abuse are obstacles to students' full development. Guidance programs have two obligations:

1. Help students acquire skills and information that will prepare them to take advantage of their opportunities.
2. Help students address problems that may hinder their development.

The old model for a guidance program was a combination of college placement and a mental health center. This model served the needs of a few very well, but in its' limited responsive mode did not serve all students. There is a national trend to abandon this model and move to a curricular model for guidance. This project tried to create a balance between the old and the new using the following model:

NEW GUIDANCE MODEL

Adapted From Dagley, John "A New Look At Developmental Guidance". The School Counselor, Nov. 1987)

I. Curriculum Based

Courses

Mini-Courses

Psychological Education

Career Education

Group Guidance

II. Individual Counseling

Groups For Development and Special Needs

Group Counseling

Consultation and Staff Referral

Peer Counseling

The experience of this program demonstrates that guidance programs can change greatly, so that they better serve the educational, career and personal-social needs of all young people. The major finding of the project was that for change to take place the paradigms must change. Paradigms are the ways of thinking and rules upon which our professional practices are based. Paradigms can be very helpful or they can be stifling. We found that in many cases it was the stifling paradigms that prevented school guidance programs from changing and improving. These paradigms could be classified as either program paradigms or counselor paradigms. We found that when counselors and administrators were willing to explore, own, and change paradigms, progress could be made. In contrast, we found that when counselors and administrators were not willing to explore, own, or change paradigms that little or no progress was made and in fact the stifling paradigms lead to a paralysis that caused programs to deteriorate. The following is a summary of old paradigms that stifle progress and new paradigms which promote positive change:

PROGRAM PARADIGMS

1. **Old** Historically guidance has been an add-on program.
   New The guidance program must be an integrated component of education.

2. **Old** Counselors, administrators and Board Members all viewed guidance as ancillary.
   New Guidance services must become a formal component of the curriculum through board approval and administrative support.

3. **Old** Guidance offers an ever-expanding array of services without considering the objectives of those services.
   New Guidance must offer realistic services based upon objectives developed from student needs.

4. **Old** The guidance office was an in-house mental health agency attempting to respond to all student problems in-house.
   New Standardized procedures must be established for referring students for problems that are beyond the ability of counselors or beyond the scope of the guidance program.

5. **Old** Guidance programs do not change or evaluate, they just add on.
   New Guidance programs have built-in features of program evaluation and revision.

6. **Old** Guidance programs served only students with special needs or problem students.
   New Guidance programs must exist for all students.

7. **Old** Guidance services were offered solely by counselors and existed in a vacuum at the point of crisis.
   New Guidance services must be a team effort with counselors, other educators, parents, and community members working together to prevent crisis.

8. **Old** Program change was predicated upon external community pressure and complaints.
   New Program change must be based upon assessment and evaluation and the utilization of a number of external consultants.

9. **Old** An ideal program can be developed.
   New A good program is continually evolving.

COUNSELOR PARADIGMS

1. **Old** The role and function of the school counselors was vague at best.
   New The role and function of the school counselors must be clearly defined and district specific.

2. **Old** Counselors reacted to student problems.
   New Counselors are proactive in developing student competencies in the educational, personal social and career domains to prevent possible problems.

3. **Old** Counselors did not see themselves as program leaders.
   New Counselors must see themselves as change agents and middle managers.

4. **Old** Counselors and administrators were adversaries.
   New Counselors and administrators must function cooperatively to meet student guidance needs.

5. **Old** All guidance, programming is done by counselors.
   New Teachers, parents, professionals, administrators, and community members must be involved in the guidance process.

6. **Old** Counselor inservice is the responsibility of the counselor and any relevance to program was coincidental.
   New Inservice is the responsibility of the program and should be in relationship to program development.

Effective guidance programs of the future need to utilize the skills and expertise of their respective staffs and to risk changing the present worn out paradigms to innovative ones that are proactive and serve all students.

APPENDIX A

REVITALIZATION OF

GUIDANCE WORKSHOP

AGENDA

REVITALIZATION OF GUIDANCE WORKSHOP
AGENDA

Session	Topic(s)	Presenter(s)
1	History of Guidance	Joel Chermonte
	Forces Affecting Guidance	Frank O'Dell
	Project Sharing	Carl Rak
2	Models for Guidance	Frank O'Dell
	Proposal Writing	Elyse Fleming
	Organizational Heat	Carl Rak
	Project Sharing	Joel Chermonte
3	Change Agents	Gerald Blake
4	Panel: Representatives of Outstanding Guidance Programs	Joel Chermonte
5	Research Techniques for the Growth of Guidance	Rob Sheehan
	Infusing Developmental Education into the Guidance Program and the Curriculum	Frank O'Dell
6	Staff Revitalization	Carl Rak
	Preventing Burnout	Frank O'Dell
	Team Building	Joel Chermonte
	Time Management	Frank O'Dell
7	Student Competency Based Guidance	C.D. Johnson Sharon Johnson
8	Dealing With At Risk Populations	Carl Rak
	Public Relations for Guidance Programs	Ferne Ziglar
9	Self Concept	Constance Hollinger
	Project Sharing and Development	Joel Chermonte
10	Project Sharing and Development	Frank O'Dell
	Wrap Up For The Year	

APPENDIX B

REVITALIZATION OF

GUIDANCE WORKSHOP

EVALUATION

CSU Cleveland State University

College of Education

Department of Educational Specialists
Rhodes Tower, Room 1419
1860 East 22nd Street
Cleveland, Ohio 44115
Telephone: (216) 687-4613

June 28, 1988

Mr. Henry Doll
The George Gund Foundation
1 Erieview Plaza
Cleveland, OH 44114

Dear Mr. Doll:

The following is a summary of the evaluations of the Revitalization of Guidance Project for the 1987-1988 school year. The rating scale used was as follows:

1 = Not Useful
2 = Marginally Useful
3 = Good Material
4 = Very Useful
5 = Excellent

The first session received a 3.67 rating overall. The individual presentaitons received a 3.5. The second session received an overall rating of 4.11, individual presentations were rated 3.85, and Dr. Fleming's presentation on grant writing received a rating of 4.45. Session Three was given an overall rating of 4.11, as was Mr. Blake's presentation on change agents.

Session Four, the panel discussion received an overall rating of 3.69. Session Five received an overall rating of 2.56, with individual presentations receiving a mean of 2.13. and Dr. Sheehan's presentation on program evaluation receiving a mean of 2.17. The overall rating for Session Six was 3.86 and Dr. O'Dell's presentation on preventing burnout received a rating of 4.08. For Session Eight, the overall rating was 3.64. Dr. Hollinger's presentation on Self Concept/Self-Esteem was rated at 4.00, Dr. Rak's presentation on populations at risk received a rating of 4.18 and Ms. Ziglar's presentation on public relations received a rating of 2.65.

The seventh session on "Student Competency Based Guidance" presented by the Johnsons which was rated on scale 1 (poor) to 6 (excellent) received an overall rating of 4.412. The usefulness of the presentation was rated at 4.800.

The rating of the overall program was 3.45 for the content, 3.50 for the speakers, and 3.47 for the model.

Sincerely,

Ann Hamlin (ja)

Ann Hamlin
Graduate Assistant
Project Guidance

mgm

APPENDIX C

COMPETENCY BASED

GUIDANCE CONFERENCE:

PROGRAM AND EVALUATION

"Student Competency Based Guidance"

What: Across the country and around the world there is a new movement to change guidance from an ancillary, crisis oriented service to an organized program based on student goals. This new guidance conceptualization is called "Student Competency Based Guidance." The objective of this half-day workshop is to acquaint central office administrators, building principals, counselors, and others charged with responsibility for guidance programs with a Student Competency Based Guidance approach. It is designed to enable participants to understand the basic principles of a results based model. Participants will come away with the capacity to implement a program. This workshop, presented by Dr. and Mrs. Johnson, who have implemented the model in two counties in Maryland, will clearly identify those aspects of service delivery, accountability, and sense of purpose that are the hallmarks of a Competency Based Guidance program.

For Whom: Session I (8:30 a.m. to 10:00 a.m.):
Superintendents, Directors of Pupil Personnel, Curriculum Coordinators, and Staff Development Coordinators.

Session II (10:30 a.m. to 12:00 p.m.):
Building Level Administrators, Directors of Guidance, and Counselors.

When: Friday, April 22, 1988
Session I — (8:30 a.m. to 10:00 a.m.)
Session II — (10:30 a.m. to 12:00 p.m.)

Where: University Hall Ballroom
Cleveland State University
2605 Euclid Ave.

Cost: Individual Sessions:

GCEDC member districts: $10.00/participant/session
Non-member districts: $15.00/participant/session

Session I and II:

GCEDC member districts: $20.00/participant
Non-member districts: $30.00/participant

*Please note registration deadline on registration form.

Dr. C.D. Johnson and Mrs. Sharon Johnson

About the Presenters:

C.D. "Curly" Johnson is currently the Coordinator of Guidance and Career Education for the Anne Arundel County Public Schools in Annapolis, Maryland. He received his doctorate in leadership and human behavior from the United States International University in San Diego, his master's in counseling from the University of Southern California, and his bachelor's of science from Portland State College. He has co-authored and authored books and articles in areas of group leadership, therapeutic techniques, and career education. He has worked as a junior high and senior high school counselor, county coordinator of guidance, a full and part-time college instructor, has consulted with over a hundred educational agencies, and is a Marriage, Family, and Child Counselor.

Sharon K. Johnson is currently the Director of Pupil Services for the Howard County Public Schools in Ellicott City, Maryland. She earned her master's degree in counseling from California State University at Fullerton, her bachelor's of science degree from the University of California at Los Angeles, has done graduate work at the University of Southern California, and is completing her doctorate at Virginia Tech. She has authored and co-authored numerous articles and has consulted with many educational and business organizations in areas of management, group processes, and career development. She has been a part-time instructor at different universities and is a Marriage, Family, and Child Counselor.

Agenda:

8:00 a.m.	Registration/Coffee and Donuts
8:30 a.m.	Session I: Superintendents, Assistant Superintendents, and Central Office Administrators • Why is it to your advantage to implement a competency based guidance program?
10:00 a.m.	Break
10:15 a.m.	Session II: Building Level Administrators, Directors of Guidance, and Counselors • How can competency based guidance reach every student in your building?
12:00 p.m.	Closure

EVALUATION OF

"Student Competency Based Guidance" 4/22/88 - Session 1

1. What was your level of familiarity with the topic prior to the program?

1	2	3	4	5	6
Low Familiarity					High Familiarity

BAR GRAPH OF VARIABLEFAMILIAR , N = 26

VALUE	COUNT	PERCENT	
1.000	4	15.38	**********
2.000	3	11.54	********
3.000	5	19.23	*************
4.000	9	34.62	************************
5.000	1	3.85	***
6.000	4	15.38	**********

N OF CASES	26
MINIMUM	1.000
MAXIMUM	6.000
MEAN	3.462
STANDARD DEV	1.581

2. What is your overall impression of this workshop?

1	2	3	4	5	6
Poor					Excellent

BAR GRAPH OF VARIABLE IMPRESS , N = 25

VALUE	COUNT	PERCENT	
3.000	1	4.00	
4.000	4	16.00	**
5.000	10	40.00	*****
6.000	10	40.00	*****

N OF CASES	25
MINIMUM	3.000
MAXIMUM	6.000
MEAN	5.160
STANDARD DEV	0.850

1 CASES WITH MISSING OR OUT OF RANGE VALUES

3. Would you recommend this presenter to your colleagues?

1	2	3	4	5	6
Not Recommend					Highly Recommend

BAR GRAPH OF VARIABLE RECOMM , N = 25

VALUE	COUNT	PERCENT	
3.000	1	4.00	
4.000	2	8.00	*
5.000	7	28.00	***
6.000	15	60.00	*******

N OF CASES	25
MINIMUM	3.000
MAXIMUM	6.000
MEAN	5.440
STANDARD DEV	0.821

1 CASES WITH MISSING OR OUT OF RANGE VALUES

4. The ideas and content presented will be useful to me in my job responsibilities.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLE JOBRESP , N = 25

VALUE	COUNT	PERCENT		N OF CASES	25
3.000	1	4.00		MINIMUM	3.000
4.000	2	8.00	*	MAXIMUM	6.000
5.000	11	44.00	*****	MEAN	5.280
6.000	11	44.00	*****	STANDARD DEV	0.792

1 CASES WITH MISSING OR OUT OF RANGE VALUES

5. The objectives of the workshop were made clear.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLEOBJCLEAR , N = 26

VALUE	COUNT	PERCENT		N OF CASES	26
3.000	2	7.69	*	MINIMUM	3.000
4.000	5	19.23	**	MAXIMUM	6.000
5.000	8	30.77	****	MEAN	5.077
6.000	11	42.31	*****	STANDARD DEV	0.977

6. The objectives of the workshop were achieved.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLEOBJACHIE , N = 25

VALUE	COUNT	PERCENT		N OF CASES	25
4.000	7	28.00	***	MINIMUM	4.000
5.000	8	32.00	****	MAXIMUM	6.000
6.000	10	40.00	*****	MEAN	5.120
				STANDARD DEV	0.833

1 CASES WITH MISSING OR OUT OF RANGE VALUES

7. Was the content of the program accurately reflected by the promotional material?

1	2	3	4	5	6	Did not see
Not Accurate					Very Accurate	Material

BAR GRAPH OF VARIABLEPROMMATL , N = 23

VALUE	COUNT	PERCENT		N OF CASES	23
4.000	2	8.70	*	MINIMUM	4.000
5.000	9	39.13	****	MAXIMUM	6.000
6.000	12	52.17	******	MEAN	5.435
				STANDARD DEV	0.662

3 CASES WITH MISSING OR OUT OF RANGE VALUES

8. Your present placement: ____ Elementary ____ Middle School ____ High School

____ Vocational School ____ Central Administration ____ other _____
(please indicate)

BAR GRAPH OF VARIABLEPLACEMEN , N = 26

VALUE	COUNT	PERCENT	
1.000	8	30.77	****
3.000	8	30.77	****
5.000	10	38.46	*****

9. Your present assignment: ____Teacher ____Principal ____Counselor ____Supervisor

____Central Office Administrator ____other _____
(please indicate)
Director of Guidance
Department Coordinator

BAR GRAPH OF VARIABLE ASSIGN , N = 25

VALUE	COUNT	PERCENT	
2.000	4	16.00	**
3.000	12	48.00	******
4.000	1	4.00	
5.000	8	32.00	****

1 CASES WITH MISSING OR OUT OF RANGE VALUES

10. Your years in present assignment: ____ 1-2 yrs. ____ 3-5 yrs. ____ 6-10 yrs.

____ 11-15 yrs. ____ 16-20 yrs. ____ 21-30 yrs. ____ more than 30 yrs.

BAR GRAPH OF VARIABLEYRSASSIG , N = 25

VALUE	COUNT	PERCENT	
1.000	7	28.00	***
2.000	11	44.00	*****
3.000	2	8.00	*
4.000	2	8.00	*
6.000	2	8.00	*
7.000	1	4.00	

1 CASES WITH MISSING OR OUT OF RANGE VALUES

11. If you are <u>not</u> a teacher, how many years teaching experience do you have? _____

BAR GRAPH OF VARIABLETCHEXPER , N = 20

N OF CASES	20
MINIMUM	1.000
MAXIMUM	17.000
MEAN	8.050
STANDARD DEV	5.176

12. What is your highest level of education? ____ Bachelors degree

____ some graduate work ____ Masters degree ____ Doctorate

BAR GRAPH OF VARIABLEEDUCATIO , N = 25

VALUE	COUNT	PERCENT	
2.000	1	4.00	
3.000	15	60.00	*******
4.000	9	36.00	****

13. Please indicate your gender: _____ female _____ male

BAR GRAPH OF VARIABLE GENDER , N = 25

VALUE	COUNT	PERCENT	
1.000	10	40.00	*****
2.000	15	60.00	*******

14. Please indicate your ethnic background: ____ black ____ hispanic

____ caucasian ____ oriental ____ other _____
(please indicate)

BAR GRAPH OF VARIABLE ETHNIC , N = 25

VALUE	COUNT	PERCENT	
1.000	1	4.00	
3.000	23	92.00	**********
4.000	1	4.00	

1 CASES WITH MISSING OR OUT OF RANGE VALUES

15. What is your age? _____

BAR GRAPH OF VARIABLE AGE , N = 24

N OF CASES	24
MINIMUM	27.000
MAXIMUM	58.000
MEAN	41.833
STANDARD DEV	7.982

16. General comments:

* Being an elementary principal with a lack of elementary counselors I can not get involved in implementing such a program. I wish that it was possible.
* WELL DONE!
* I am excited. I feel this is a direction that we have geen trying to move toward for the last 4 years, but without the leadership to do so. I would be interested in the "Directors" retreat.
* Excellent content- would have liked more time. They have much to share-perhaps a follow up can be considered.
* Thank you. I appreciate the handouts. It would be great if additional materials were available for take home today rather than contacting the CSU staff.
* I need more specific information on setting up a program.
* I'm overwhelmed by all the info. Too much infor in such a short time.
* This was excellent and very much in accordance with my needs. Q3-Knowlegeable. bright, articulate. Q7- The promotional material Didn't tell how outstanding and valuable this is.
* Covered too much material for time period.

EVALUATION OF

"Student Competency Based Guidance" 4/22/88 - Session 2

1. What was your level of familiarity with the topic prior to the program?

1	2	3	4	5	6
Low Familiarity					High Familiarity

BAR GRAPH OF VARIABLEFAMILIAR , N = 26

VALUE	COUNT	PERCENT	
1.000	6	23.08	******
2.000	6	23.08	******
3.000	4	15.38	********
4.000	8	30.77	**********
5.000	1	3.85	**
6.000	1	3.85	**

N OF CASES	26
MINIMUM	1.000
MAXIMUM	6.000
MEAN	2.808
STANDARD DEV	1.415

1 CASES WITH MISSING OR OUT OF RANGE VALUES

2. What is your overall impression of this workshop?

1	2	3	4	5	6
Poor					Excellent

BAR GRAPH OF VARIABLE IMPRESS , N = 27

VALUE	COUNT	PERCENT	
3.000	1	3.70	*
4.000	4	14.81	**
5.000	15	55.56	*******
6.000	7	25.93	***

N OF CASES	27
MINIMUM	3.000
MAXIMUM	6.000
MEAN	5.037
STANDARD DEV	0.759

3. Would you recommend this presenter to your colleagues?

1	2	3	4	5	6
Not Recommend					Highly Recommend

BAR GRAPH OF VARIABLE RECOMM , N = 27

VALUE	COUNT	PERCENT	
4.000	1	3.70	*
5.000	14	51.85	*******
6.000	12	44.44	******

N OF CASES	27
MINIMUM	4.000
MAXIMUM	6.000
MEAN	5.407
STANDARD DEV	0.572

4. The ideas and content presented will be useful to me in my job responsibilities.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLE JOBRESP , N = 26

VALUE	COUNT	PERCENT		N OF CASES	26
3.000	1	3.85		MINIMUM	3.000
4.000	1	3.85		MAXIMUM	6.000
5.000	10	38.46	*****	MEAN	5.423
6.000	14	53.85	*******	STANDARD DEV	0.758

1 CASES WITH MISSING OR OUT OF RANGE VALUES

5. The objectives of the workshop were made clear.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLEOBJCLEAR , N = 27

VALUE	COUNT	PERCENT		N OF CASES	27
2.000	1	3.70		MINIMUM	2.000
3.000	2	7.41	*	MAXIMUM	6.000
4.000	5	18.52	**	MEAN	4.926
5.000	9	33.33	****	STANDARD DEV	1.107
6.000	10	37.04	*****		

6. The objectives of the workshop were achieved.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLEOBJACHIE , N = 23

VALUE	COUNT	PERCENT		N OF CASES	23
2.000	1	4.35		MINIMUM	2.000
4.000	7	30.43	***	MAXIMUM	6.000
5.000	11	47.83	*****	MEAN	4.739
6.000	4	17.39	**	STANDARD DEV	0.915

4 CASES WITH MISSING OR OUT OF RANGE VALUES

7. Was the content of the program accurately reflected by the promotional material?

1	2	3	4	5	6	Did not see
Not Accurate					Very Accurate	Material

BAR GRAPH OF VARIABLEPROMMATL , N = 21

VALUE	COUNT	PERCENT	
4.000	4	19.05	**********
5.000	9	42.86	**********
6.000	8	38.10	**********

N OF CASES	21
MINIMUM	4.000
MAXIMUM	6.000
MEAN	5.190
STANDARD DEV	0.750

6 CASES WITH MISSING OR OUT OF RANGE VALUES

8. Your present placement: ____ Elementary ____ Middle School ____ High School

____ Vocational School ____ Central Administration ____ other _____
(please indicate)

BAR GRAPH OF VARIABLEPLACEMEN , N = 25
Intern Couns

VALUE	COUNT	PERCENT	
1.000	3	12.00	*
2.000	5	20.00	**
3.000	12	48.00	******
4.000	3	12.00	*
5.000	2	8.00	*

2 CASES WITH MISSING OR OUT OF RANGE VALUES

9. Your present assignment: ____Teacher ____Principal ____Counselor ____Supervisor

____Central Office Administrator ____other _____
(please indicate)

BAR GRAPH OF VARIABLE ASSIGN , N = 25
Intern Couns
Assoc Principal

VALUE	COUNT	PERCENT	
1.000	2	8.00	*
2.000	1	4.00	
3.000	19	76.00	*********
4.000	1	4.00	
5.000	2	8.00	*

2 CASES WITH MISSING OR OUT OF RANGE VALUES

10. Your years in present assignment: ____ 1-2 yrs. ____ 3-5 yrs. ____ 6-10 yrs.

____ 11-15 yrs. ____ 16-20 yrs. ____ 21-30 yrs. ____ more than 30 yrs.

BAR GRAPH OF VARIABLEYRSASSIG , N = 26

VALUE	COUNT	PERCENT	
1.000	9	34.62	**********
2.000	7	26.92	*******
3.000	3	11.54	***
4.000	3	11.54	***
5.000	4	15.38	****

1 CASES WITH MISSING OR OUT OF RANGE VALUES

11. If you are <u>not</u> a teacher, how many years teaching experience do you have? ____

BAR GRAPH OF VARIABLETCHEXPER , N = 20

N OF CASES	20
MINIMUM	2.000
MAXIMUM	19.000
MEAN	11.050
STANDARD DEV	4.466

12. What is your highest level of education? ____ Bachelors degree

____ some graduate work ____ Masters degree ____ Doctorate

BAR GRAPH OF VARIABLEEDUCATIO , N = 27

VALUE	COUNT	PERCENT	
2.000	1	3.70	
3.000	24	88.89	**********
4.000	2	7.41	*

13. Please indicate your gender: _____ female _____ male

BAR GRAPH OF VARIABLE GENDER , N = 27

VALUE	COUNT	PERCENT	
1.000	16	59.26	********
2.000	11	40.74	*****

14. Please indicate your ethnic background: ____ black ____ hispanic

____ caucasian ____ oriental ____ other _____
(please indicate)

BAR GRAPH OF VARIABLE ETHNIC , N = 27

VALUE	COUNT	PERCENT	
2.000	1	3.70	
3.000	26	96.30	**********

15. What is your age? _____

BAR GRAPH OF VARIABLE AGE , N = 25

N OF CASES	25
MINIMUM	27.000
MAXIMUM	62.000
MEAN	41.640
STANDARD DEV	8.421

16. General comments:

* Q2- Not a bad job Frank, Joel et al.
* Excellent presentation - stimulus - eye opener
* Useful.
* Excellent program - slthough too short!! curly was difficult to understand at times.
* I wish they would have been allowed more time.
* Very interesting concpt. Fits my paradigm!
* Great - I need more detail.
* The beginning presentation from the State Dept. was worthless - The two Johnson ptesenters should have been given more time. The seating was poorly arranged so that people at either end couldn't see.
* Good - too short - agreed with a number of the premise.
* More time should be taken to present the program. A lot of material was presented in an awfully short time.
* Excellent - Presenters needed more time, excellent video.
* Hard to hear Mr. Johnson.
* The first session (8:30 -10:00) were more benefical for me.
* I would like to have much more information on this topic. I like the idea of shared responsibilites.
* Lots of good material - I'd like more!
* Material covered a little too quickly.
* More time was needed.

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE

EVALUATION OF

"Student Competency Based Guidance" 4/22/88 - Session 3

1. What was your level of familiarity with the topic prior to the program?

1	2	3	4	5	6
Low Familiarity					High Familiarity

BAR GRAPH OF VARIABLEFAMILIAR , N = 35

VALUE	COUNT	PERCENT		
1.000	4	11.43 **	N OF CASES	35
2.000	4	11.43 **	MINIMUM	1.000
3.000	10	28.57 *****	MAXIMUM	5.000
4.000	12	34.29 ******	MEAN	3.286
5.000	5	14.29 **	STANDARD DEV	1.202

2. What is your overall impression of this workshop?

1	2	3	4	5	6
Poor					Excellent

BAR GRAPH OF VARIABLE IMPRESS , N = 34

VALUE	COUNT	PERCENT		
3.000	6	17.65 ***	N OF CASES	34
4.000	12	35.29 ******	MINIMUM	3.000
5.000	12	35.29 ******	MAXIMUM	6.000
6.000	4	11.76 **	MEAN	4.412
			STANDARD DEV	0.925

1 CASES WITH MISSING OR OUT OF RANGE VALUES

3. Would you recommend this presenter to your colleagues?

1	2	3	4	5	6
Not Recommend					Highly Recommend

BAR GRAPH OF VARIABLE RECOMM , N = 35

VALUE	COUNT	PERCENT		
3.000	6	17.14 ***	N OF CASES	35
4.000	6	17.14 ***	MINIMUM	3.000
5.000	13	37.14 ******	MAXIMUM	6.000
6.000	10	28.57 *****	MEAN	4.771
			STANDARD DEV	1.060

4. The ideas and content presented will be useful to me in my job responsibilities.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLE JOBRESP , N = 35

VALUE	COUNT	PERCENT		
2.000	2	5.71 *	N OF CASES	35
3.000	4	11.43 **	MINIMUM	2.000
4.000	4	11.43 **	MAXIMUM	6.000
5.000	14	40.00 *******	MEAN	4.800
6.000	11	31.43 *****	STANDARD DEV	1.183

5. The objectives of the workshop were made clear.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLEOBJCLEAR , N = 35

VALUE	COUNT	PERCENT			
2.000	1	2.86		N OF CASES	35
3.000	4	11.43	**	MINIMUM	2.000
4.000	9	25.71	****	MAXIMUM	6.000
5.000	15	42.86	*******	MEAN	4.600
6.000	6	17.14	***	STANDARD DEV	1.006

6. The objectives of the workshop were achieved.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLEOBJACHIE , N = 34

VALUE	COUNT	PERCENT			
2.000	1	2.94		N OF CASES	34
3.000	6	17.65	***	MINIMUM	2.000
4.000	9	26.47	****	MAXIMUM	6.000
5.000	15	44.12	*******	MEAN	4.382
6.000	3	8.82	*	STANDARD DEV	0.985

1 CASES WITH MISSING OR OUT OF RANGE VALUES

7. Was the content of the program accurately reflected by the promotional material?

1	2	3	4	5	6	Did not see
Not Accurate					Very Accurate	Material

BAR GRAPH OF VARIABLEPROMMATL , N = 25

VALUE	COUNT	PERCENT	
3.000	4	16.00	**********
4.000	4	16.00	**********
5.000	9	36.00	**********
6.000	8	32.00	**********

N OF CASES	25
MINIMUM	3.000
MAXIMUM	6.000
MEAN	4.840
STANDARD DEV	1.068

10 CASES WITH MISSING OR OUT OF RANGE VALUES

8. Your present placement: ____ Elementary ____ Middle School ____ High School

____ Vocational School ____ Central Administration ____ other _____ (please indicate)

BAR GRAPH OF VARIABLEPLACEMEN , N = 35

VALUE	COUNT	PERCENT	
1.000	17	48.57	********
2.000	6	17.14	***
3.000	9	25.71	****
5.000	3	8.57	*

9. Your present assignment: ____Teacher ____Principal ____Counselor ____Supervisor

____Central Office Administrator ____other _____ (please indicate)

BAR GRAPH OF VARIABLE ASSIGN , N = 35

VALUE	COUNT	PERCENT	
1.000	3	8.57	*
2.000	6	17.14	***
3.000	24	68.57	**********
5.000	2	5.71	*

10. Your years in present assignment: ____ 1-2 yrs. ____ 3-5 yrs. ____ 6-10 yrs.

____ 11-15 yrs. ____ 16-20 yrs. ____ 21-30 yrs. ____ more than 30 yrs.

BAR GRAPH OF VARIABLEYRSASSIG , N = 34

VALUE	COUNT	PERCENT	
1.000	8	23.53	****
2.000	14	41.18	*******
3.000	6	17.65	***
4.000	1	2.94	
5.000	2	5.88	*
6.000	3	8.82	*

1 CASES WITH MISSING OR OUT OF RANGE VALUES

11. If you are <u>not</u> a teacher, how many years teaching experience do you have? _____

BAR GRAPH OF VARIABLETCHEXPER , N = 28

N OF CASES	28
MINIMUM	2.000
MAXIMUM	23.000
MEAN	10.357
STANDARD DEV	6.208

12. What is your highest level of education? ____ Bachelors degree

____ some graduate work ____ Masters degree ____ Doctorate

BAR GRAPH OF VARIABLEEDUCATIO , N = 34

VALUE	COUNT	PERCENT	
2.000	1	2.94	
3.000	31	91.18	**********
4.000	2	5.88	*

1 CASES WITH MISSING OR OUT OF RANGE VALUES

13. Please indicate your gender: _____ female _____ male

BAR GRAPH OF VARIABLE GENDER , N = 34

VALUE	COUNT	PERCENT	
1.000	27	79.41	**********
2.000	7	20.59	***

1 CASES WITH MISSING OR OUT OF RANGE VALUES

14. Please indicate your ethnic background: ____ black ____ hispanic

____ caucasian ____ oriental ____ other _____
(please indicate)

BAR GRAPH OF VARIABLE ETHNIC , N = 34

VALUE	COUNT	PERCENT	
1.000	12	35.29	******
3.000	22	64.71	**********

1 CASES WITH MISSING OR OUT OF RANGE VALUES

15. What is your age? _____

BAR GRAPH OF VARIABLE AGE , N = 30

N OF CASES	30
MINIMUM	35.000
MAXIMUM	57.000
MEAN	41.900
STANDARD DEV	5.255

16. General comments:

* Had too little time.
* Good info-but too much too fast!
* Excellent workshop!
* Excellent!
* Tough to follow - shotgun. Perhaps too much squeezed into too little.
* Enjoy in-service at university.
* I only attended the afternoon session. I am sure that I missed greatly needed information.
* We need to have copies of transparencies,especilly the ones too small to see!!
* Thanks!!!
* Very interesting. Difficult to heaar speakers because of traffic and air conditioner noises.
* More info than I was able to appropriately process. Hire 'em at CSU!!!
* Encouraged our administrators to come / they came 10-12 and 1-4/ material was repititive and they were disappointed.
* More "ELEM" HANDOUTS Cleveland City Please!!
* As a teacher, I found the presentation confusing - I did not follow all the jargon. I'd appreciate more background in some of their things, I guess.
* Felt rushed - Too much info for time.
* Much too hurried.
* The atmospheric conditions were somewhat distracting along with the set up of the room but the information was great!
* There was too much material trying to be covered in too short of time.

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE

APPENDIX D

DISSEMINATION EFFORTS

1. Materials Order Form
2. Fall Conference
    a. Agenda
    b. Evaluation
3. Ohio School Counselors Association Awards
4. Ohio School Counselors Association Newsletter Article
5. Regional State Guidance Skills Workshops
6. American Association For Counseling and Development 1990 Convention

GREATER CLEVELAND EDUCATIONAL DEVELOPMENT CENTER

Listed below are articles available for purchase. Please indicate the quantity desired and mail order form with check to:

Greater Cleveland Educational Development Center
Cleveland State University
1355 Rhodes Tower
Euclid Avenue at E. 24th Street
Cleveland, OH 44115

Please make checks payable to Greater Cleveland Educational Development Center. Material(s) will be mailed promptly upon receipt of order. Thank You.

ORDER FORM

Quantity	Text	Amount
_____	"Revitalization of Guidance in Northeast Ohio, Model Component Reports," Cleveland State University, College of Education, Dept. of Education Specialists; Sept. 1989 (58 pp) - $10.00 each	_____
_____	"Fairview High School Competency Based Guidance Program, Grades 9-12"; (205 pp) - $15.00	_____
_____	"Fairview City Schools: Competency Based Guidance Program: Eighth Grade Group Guidance," Fairview City Schools; (32 pp) - $3.00	_____
_____	"Comprehensive Group Guidance Program," Fairview High School; 1988-1989 (25 pp) - $3.00	_____
_____	"Desktop Reference List for School Counselors" Susan Andregg, Bay Village Schools; (17 pp) - $3.00	_____
_____	"Guidance Services for Dysfunctional Families: A Counselor's Guide of Strategies for Families," Bay Village City Schools; (120 pp) - $10.00	_____
_____	"Guidance Services for Dysfunctional Families: Procedure for Creating a Professional Referral Resource (Rolodex)," Bay Village Schools; (53 pp) - $3.00	_____
_____	"Building a Smooth Transition Between Middle School and High School," Lakewood City Schools; 1988-1989 (15 pp) - $3.00	_____
_____	"Self-Concept as a Basis for Career Decision Making" Mentor Shore Junior High; (32 pp) - $3.00	_____

TOTAL _____

OVER

QUANTITY	TEXT	AMOUNT
_____	"Implementation of a Career Education Program," Wickliffe High School; (9 pp) - $3.00	_____
_____	"The Boost Club: Bring Out Outstanding Strengths Together!" North Olmsted City Schools; (14 pp) - $3.00	_____

TOTAL _____

TOTAL (FROM SIDE 1) _____

GRAND TOTAL _____

NAME_____

ADDRESS_____

_____

TELEPHONE_____

"Revitalizing Guidance in Northeast Ohio"

Overview: Dr. Norman Gysbers, Professor of Educational and Counseling Psychology at the University of Missouri-Columbia, will keynote Session I. His topic will be "Remodeling and Revitalizing Your School Guidance Program While You are Living and Working in It." During Session II, participants will learn about the Revitalizing Guidance Project, a three-year grant funded effort under the direction of Cleveland State University, to change the delivery of guidance services in Northeast Ohio. Nine project districts will present their unique components and discuss programmatic changes that resulted from their participation in the project. Some of the issues addressed will be: results-based guidance, improved service delivery for the average student, improving self-concept for students at risk, development of a parent-intervention handbook, mentoring, competency-based guidance, programmatic change, and marketing your guidance program.

Intended Audience: Superintendents, Directors of Pupil Personnel, Directors of Guidance, Curriculum and Staff Development Coordinators, Building Level Administrators, and Counselors.

Presenters: **Day I:** Dr. Norman C. Gysbers, Professor, University of Missouri-Columbia **Day II: Bay Village City Schools:** Steve Steinhilber, Sue Andregg, David Wilson. **Cleveland Heights/University Heights City Schools:** Kaye Price, Larry Peacock, Dave Smith, Jacqueline Harris, Hugh Burkett. **Cleveland Public Schools:** William Shauver, Carol Tuck, Evelyn Kirby, Lucresia Lemos, Ruvene Whitehead, Donna Gonyon. **Cleveland State University:** Dr. Carl Rak, Dr. Frank O'Dell. **Fairview Park City Schools:** Mary Ann Cytlak-Kircher, Joel Chermonte, Chuck Kullik. **Lakewood City Schools:** Marty Harris, Carol Dolgosh, Charlane Bowden. **Medina City Schools:** Linda Ocepek, Holly Hallman, Barbara Hershey. **Mentor Exempted Village Schools:** William Miller, James Wise, Doris Farley, Chris Vannorsdoll, Jim Lefler. **North Olmsted City Schools:** Eleanor Walther, Linda Ward, Ellen Oakley. **Wickliffe City Schools:** Mary Sowul, Jim Platz, Joel Eisen.

Dates: **Session I:** Thursday, September 21, 1989
Session II: Friday, September 22, 1989

Location: CSU Main Classroom Building Auditorium
1899 East 22nd Street, Cleveland

Time: **Session I:** 2:00 p.m.-5:00 p.m.
Session II: 9:00 a.m.-3:30 p.m.
(Registration begins one-half hour before each session)

Cost: **Individual Sessions:**
GCEDC Member Districts: $15.00/participant/session
Non-member Districts: $20.00/participant/session
Sessions I and II:
GCEDC Member Districts: $20.00/participant
Non-member Districts: $25.00/participant
Fees include **all** materials. Lunch **not** included.

Registration Deadline: Thursday, September 7, 1989
Late registrations will be accepted on an availability basis.

About the Keynote Presenter:

Norman C. Gysbers: Professor of Educational and Counseling Psychology at the University of Missouri-Columbia, is the editor of the *Journal of Career Development*. He has written thirty-four journal articles, ten chapters in recently published books, and five books including *Developing and Managing your School Guidance Program*.

Objectives:
The presentation will help participants:
- Understand the need for change in school guidance and counseling K-12.
- Understand the processes involved in organizing and restructuring the overall change process in school guidance and counseling programs.
- Understand the four phases of change: 1) planning, 2) designing, 3) implementing, 4) evaluating.

Dr. Norman C. Gysbers

Agendas:

Session I

1:30 p.m.	Registration
2:00 p.m.	Keynote Address "Remodeling and Revitalizing Your School Guidance Program While You are Living and Working in It" - Dr. Norman C. Gysbers
3:00 p.m.	Panel Response to Keynote Address **PANEL:** Dr. Carl Rak, Adjunct Assistant Professor, Cleveland State University Dr. Frank O'Dell, Associate Professor, Cleveland State University Mr. Joel Chermonte, Director of Guidance, Fairview Park Schools/Adjunct Professor, Cleveland State University
4:00 p.m.	Reception and Introduction to the Revitalizing Guidance Project

Session II

8:30 a.m.	Registration/Coffee and Donuts
9:15 a.m.	Participants Select Project Presentation (Cleveland Elementary, Cleveland Rhodes, Mentor Shore, Fairview High, Bay Village, Medina High, Change Process for Revitalizing Guidance Programs.)
10:30 a.m.	Break
10:45 a.m.	Participants Select Project Presentation (Cleveland Elementary, Cleveland Heights, Mentor Shore, Lakewood High, Bay Village, North Olmsted, Wickliffe.)
12:00 p.m.	Lunch
1:00 p.m.	Participants Select Project Presentation (Cleveland Rhodes, Cleveland Heights, Fairview High, Lakewood High, Medina High, North Olmsted, Wickliffe.)
2:15 p.m.	Poster Sessions with the Ten Guidance Leadership Teams

CEU'S: Upon satisfactory completion of Sessions I **and** II, participants will be eligible to earn .5 Ohio Department of Education CEU. To be eligible, participants must attend and take part in all large and small group activities prescribed by the presenters. Participants not attending all of the above forfeit any claim to CEU credit.

FINAL EVALUATION OF: "Revitalizing Guidance in Northeast Ohio" 9/21 & 22, 1989

1. What was your level of familiarity with the topic prior to the program?

1	2	3	4	5	6
Low Familiarity					High Familiarity

BAR GRAPH OF VARIABLEFAMILIAR , N = 48

VALUE	COUNT	PERCENT			
1.000	3	6.25	*	N OF CASES	48
2.000	1	2.08		MINIMUM	1.000
3.000	9	18.75	****	MAXIMUM	6.000
4.000	15	31.25	*******	MEAN	4.229
5.000	9	18.75	****	STANDARD DEV	1.387
6.000	11	22.92	*****		

2. What is your overall impression of this workshop?

1	2	3	4	5	6
Poor					Excellent

BAR GRAPH OF VARIABLE IMPRESS , N = 44

VALUE	COUNT	PERCENT			
1.000	1	2.27		N OF CASES	44
3.000	4	9.09	**	MINIMUM	1.000
4.000	9	20.45	****	MAXIMUM	6.000
5.000	16	36.36	********	MEAN	4.841
6.000	14	31.82	*******	STANDARD DEV	1.119

3. The ideas and content provided by the keynote speaker will be useful to me in my job responsibilities.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLE KEYNOTE , N = 48

VALUE	COUNT	PERCENT			
				N OF CASES	48
4.000	7	14.58	***	MINIMUM	4.000
5.000	18	37.50	*********	MAXIMUM	6.000
6.000	23	47.92	**********	MEAN	5.333
				STANDARD DEV	0.724

4. The ideas and content provided by the poster sessions will be useful to me in my job responsibilities.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLE POSTER , N = 34

VALUE	COUNT	PERCENT			
2.000	2	5.88	*	N OF CASES	34
3.000	3	8.82	*	MINIMUM	2.000
4.000	8	23.53	****	MAXIMUM	6.000
5.000	12	35.29	******	MEAN	4.676
6.000	9	26.47	****	STANDARD DEV	1.147

5. The ideas and content provided by the project presenters will be useful to me in my job responsibilities.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLE PROJECT , N = 47

VALUE	COUNT	PERCENT			
3.000	1	2.13		N OF CASES	47
4.000	4	8.51	**	MINIMUM	3.000
5.000	16	34.04	********	MAXIMUM	6.000
6.000	26	55.32	**********	MEAN	5.426
				STANDARD DEV	0.744

6. As a result of this conference, I would be interested in participating in a similar revitalization of guidance project.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

BAR GRAPH OF VARIABLEINTEREST , N = 47

VALUE	COUNT	PERCENT			
1.000	1	2.13		N OF CASES	47
2.000	1	2.13		MINIMUM	1.000
3.000	6	12.77	***	MAXIMUM	6.000
4.000	3	6.38	*	MEAN	5.021
5.000	13	27.66	******	STANDARD DEV	1.277
6.000	23	48.94	**********		

7. Was the content of the program accurately reflected by the promotional material?

1	2	3	4	5	6	Did not see
Not Accurate					Very Accurate	Material

BAR GRAPH OF VARIABLE PROMO , N = 44

VALUE	COUNT	PERCENT	
3.000	2	4.55	*
4.000	3	6.82	*
5.000	13	29.55	******
6.000	26	59.09	**********

8. Your present placement: ____ Elementary ____ Middle School ____ High School

____ Central Office Administration ____ other _____

BAR GRAPH OF VARIABLEPLACEMEN , N = 48

VALUE	COUNT	PERCENT	
1.000	14	29.17	*******
2.000	8	16.67	****
3.000	21	43.75	**********
4.000	5	10.42	**

9. Your present assignment: ____Teacher ____School Counselor ____Building Admin.

____Supervisor/Coordinator ____Central Office Administrator ____other_____

BAR GRAPH OF VARIABLE ASSIGN , N = 48

VALUE	COUNT	PERCENT	
1.000	2	4.17	*
2.000	39	81.25	**********
3.000	1	2.08	
4.000	4	8.33	**
5.000	2	4.17	*

10. Which district are you from? _____

	Amherst Exempted Village Schools		Fairview Park City Schools
	Aurora City Schools	(2)	Highland Local School District
	Avon Lake City Schools		Lordstown Local School District
	Beachwood City Schools		Madison Local School District
(2)	Beaumont City Schools		Mahoning County Schools
(6)	Berea City Schools		Maple Heights City Schools
(2)	Canton City Schools		Olmsted Falls City Schools
(2)	Cleveland Catholic Diocese		Orrville City Schools
(10)	Cleveland Public Schools		Rocky River City Schools
	Cuyahoga Heights School District		Strongsville City Schools
	East Cleveland City Schools	(2)	Twinsburg City Schools
	Elyria City Schools		Westlake City Schools

11. Please use the reverse side of this sheet for any comments or suggestions.

Excellent refreshments! Good job!

Thank you! This program was well worth the time. I feel more excited and capable about revising our Amherst guidance plan this year!

Excellent presentations by Fairview and Bay Village.
Medina's was fair - their video was very interesting and I would like to attend it.
Many thanks to CSU for gathering and organizing these presentations. I only attended Friday, and cannot comment on the Thursday presentation.

Excellent conference. Appreciate materials and research willingly shared by presenters. Being from a Catholic school (extremely small guidance budget and time limitations) it was helpful for me to see what larger systems are doing and now I can adapt those resources to my program.

One of the most valuable workshops I have attended. Excellent handouts. Every presentation was outstanding.

The elementary counselors session was excellent. They were enthusiastic and well prepared.

It was rewarding presenting and participating. Great ideas and feedback.

If another afternoon session only is scheduled, why not consider starting it earlier so it would adjourn by 4:00-4:30. Traffic problems would be much less and people would be encouraged to stay and participate.

It was interesting to note the range of Approaches from Bay's Counselor Assignments tied to one class for four to six years, Cleveland Heights approach of not having a particular caseload. I believe that the ideas presented confirmed some feelings that I have regarding my particular counseling assignment and experiences.

I enjoyed the conference. The keynoter and the presenter were really on target. Many times at conferences such as this someone misses the target. This was certainly not the case. Organization and logistics were excellent. It was really a professional job!

The presentations were very well organized. I found the presentations and handouts most valuable. I appreciate your coordination of this project. It was nice to participate in a guidance conference that was close and had a reasonable time restraint. The opportunities to network with other counselors was most valuable!

I am now more energized than ever before for a change!

It would be good to have advance knowledge of the main speaker. The general outline is done well. Your general information is good. Your directions and parking plan are good. You have excellent program ideas.

O.S.C.A. AWARDS ANNOUNCED

Counselors and a multitude of others joined together Tuesday evening, November 7th, to honor the recipients of the 1989 O.S.C.A. Awards. Smiles and applause greeted this years' award winners, who received their plaques from O.S.C.A. President Dr. Jim Wigtil and A.S.C.A. President Doris Coy during a ceremony conducted by Awards Chairperson Judy Morgan.

Barbara "Bobbi" Webster, school counselor at Mentor Ridge Jr. High in Mentor, was awarded the Charles E. Weaver Life Membership Award. Webster, who was honored for her significant contributions to guidance as evident through her many leadership positions, including O.S.C.A. President, was nominated by Dr. Mary Clayton, Guidance Supervisor, Columbus City Schools. The winner of the George E. Hill Meritorious Service Award was Dr. Frank O'Dell of Cleveland State University. Recognized for the development of the School Counselor Revitalization Project in Northeastern Ohio and other contributions to the profession, Dr. O'Dell was nominated by Dr. Jim Wigtil, Counselor Educator at the Ohio State University.

Mr. David Surrey, Principal of Waverly High School, was named the 1989 recipient of the O.S.C.A. Administrator Award. Nominated by school counselor Cookie Allison, Surrey was recognized for his ongoing support of guidance and counseling and the development of the People Assisting Waverly Students (P.A.W.S.) project, which utilizes peer interventions, assemblies, visual presentations, and after school programs to address the needs of Waverly High School students.

Congratulations Everyone!

NEW RESOURCES

The National Career and Counseling Services, 1521 K St., NW, Washington, D.C. 2005 announces the 1989 publication of two books. The titles are: *New Emerging Careers Today, Tomorrow and in the 21st Century and Futuristic Exercises: a Workbook on Emerging Lifestyles and Careers in the 21st Century and Beyond.* If you are interested in the topic of futuristic lifestyles and/or further information of these publications, contact Dr. Norman S. Feingold, P.O. Box 34987, Bethesda, MD 20817.

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REVITALIZING GUIDANCE IN NORTHEAST OHIO

by Frank O'Dell

The Cleveland State University Department of Education Specialists is in the closing phase of a project entitled, "Revitalizing Guidance in Northeast Ohio." The project was funded by the George Gund and Cleveland Foundations. It was based upon the assumption that many schools in Northeast Ohio have not implemented new guidance concepts or models because of a lack of focused leadership. As part of the project, leadership teams from ten area schools were trained to revitalize their guidance programs around a developmental conceptualization, so that their guidance programs could better meet the needs of students and also serve as models for other schools wishing to update their guidance programs.

REVITALIZER . . . . frank o'dell

During the 1987-88 school year, the first year of this three-year project, the project staff composed of Dr. Frank O'Dell, Dr. Lewis Patterson, Dr. Carl Rak and Mr. Joel Chermonte, with the assistance of some outside consultants, provided a series of ten inservice programs on such topics as new guidance conceptualizations, implementation plans and strategies, and organizational change methods for the guidance leadership teams from the ten involved schools. Each leadership team was composed of a school administrator, a counselor, and a third person of the school's choice. Most guidance programs in Northeast Ohio were developed around a clinical/college selection conceptualization which serves those students with special needs but does not address the guidance needs of all students. This series of inservice workshops prepared leadership teams to organize their guidance programs around a developmental or curriculum model designed to serve all students in a preventative-developmental manner

(Continued on Page 9)

Elenor Walther with a group of students from Pine Elementary School in North Olmstead that she worked with as part of the project.

through the curriculum, special guidance classes, and traditional guidance services.

During the second year, (1988-1989), the project staff provided consultative services to assist the leadership team in two tasks. The first task was to revitalize their guidance program around a developmental mode. The second task was to develop one component of their guidance program to serve as a model for other schools.

This Fall the Department of Education Specialists sponsored a conference for all schools in Northeast Ohio. The conference featured Dr. Norman Gysbers, from the University of Missouri: Columbia, a national leader in the revitalization of guidance programs. Each of the ten leadership teams also presented the results of their two years in the project. Detailed information on each of the ten projects will be available after June 1990, through the Greater Cleveland Educational Development Center which is part of the CSU College of Education.

The ten leadership teams involved in the project are from Bay Village, Cleveland (two teams, one elementary and one secondary), Cleveland Heights/University Heights, Fairview Park, Lakewood, Medina, Mentor, North Olmsted, and Wickliffe. The model components addressed such areas as improving self-esteem of urban elementary school students; motivating at-risk high school students; improving self concept and career decision making at the middle school level; educational and career planning for non-college bound high school students; initiating parent-school partnerships; modernizing transitions from middle-school to high school; helping students, parents, and faculty deal with current issues; motivating at-risk elementary students to improve academically; implementing a comprehensive group guidance program, and developing a model for guidance program change.

The ideas for this project have come from many sources, but most specifically from the book Improving Guidance Programs *by Norman Gysbers and Earl Moore.* It is hoped that as a result of the project, the ten involved schools will dramatically improve their guidance programs and that their research will motivate all schools to review and update their guidance programs.

Ohio Department of Education
Division of Educational Services

GUIDANCE SKILL WORKSHOPS
INDIVIDUAL PRE-REGISTRATION FORM

Name _____ Title _____

School District _____

School Address _____

City _____ State _____ Zip _____ Telephone ( ) _____

Continuing Education Unit (CEU) Information

Your full-day attendance and social security number are **REQUIRED** if you wish to receive 5 clock hours of CEU credit.

Social Security Number _____ - _____ - _____

Materials

There will be two registration tables - one for Substance Education and one for Guidance and Counseling. Your registration materials will be at the Guidance and Counseling table.

Schedule

8:30 a.m. Registration and Refreshments 9:00 - 3:00 p.m. Workshop

Dates and Locations (Check which workshop location you will attend)

[] April 24 - Carrousel Inn, Cincinnati

[] April 25 - SeaGate Centre, Toledo

[] April 27 - Holiday Inn, Hilliard

[] May 1 - Salt Fork Lodge, Cambridge

[] May 2 - Holiday Inn (Boston Mills), Hudson

Luncheon Attendance

[] **YES** I will attend the luncheon

[] **NO** I will not attend the luncheon

Lunch will be provided for **pre-registered participants only.**

Workshop Sessions (Select **ONE** topic for the morning and **ONE** for the afternoon). Place the corresponding topic numbers in the blanks below.

Workshop Topic Number

___ **Morning (a.m.)** ___ **Afternoon (p.m.)**

Workshop Topics

#1 Revitalization of Guidance **(a.m.)**
#2 Post Secondary Options Update **(a.m.)**
#3 Parenting **(a.m.)**
#4 Ohio Career Information System **(a.m.)**
#5 Guidance Section Mini Sessions **(p.m.)**
#6 Helping Students to Improve ACT/SAT Scores **(p.m.)**
#7 Developing An Award-Winning Substance Education Program **(p.m.)**
#8 Providing Student Assistance Programs to Meet the Needs of All Students **(p.m.)**
#9 Utilizing a Collaborative Effort (School/Agency/Community) to Reach High-Risk Youth **(p.m.)**

Return this registration form by April 6, 1990 to:

Edwin A. Whitfield
Workshop Registration
Ohio Department of Education
65 South Front Street, Room 719
Columbus, Ohio 43266-0308
(614) 466-4590

(DUPLICATE AS NEEDED)

GUIDANCE SKILL WORKSHOPS

AN OPEN INVITATION IS EXTENDED TO SCHOOL ADMINISTRATORS, COUNSELORS, AND TEACHERS TO ATTEND THE 1990 GUIDANCE SKILL WORKSHOPS.

TOPIC DESCRIPTIONS

WORKSHOP #1: REVITALIZATION OF GUIDANCE (a.m.)

A report and discussion of the progress of ten Ohio schools participating in the Revitalization of Guidance Project. Cleveland State University has provided consultative assistance for guidance leadership teams in each of the ten participating schools. Each team developed one component of their guidance program to serve as a model for other schools.

WORKSHOP #2: POST SECONDARY ENROLLMENT PROGRAM OPTIONS UPDATE (a.m.)

A current report on the status of the program and a discussion relating to counselor concerns and responsibilities.

WORKSHOP #3: PARENTING (a.m.)

Counselors can play a key role in making parent education available in school districts throughout the state. This session will focus on ways to reach parents and will provide suggestions and resources for parent training programs.

WORKSHOP #4: OCIS - OHIO'S VITAL CAREER TOOL (a.m.)

This session will include an overview of the system through discussion on the use of commands and ideas on how to use the system to its fullest with either student or adult populations.

WORKSHOP #5: GUIDANCE SECTION MINI SESSIONS (p.m.)

Brief presentations with useful materials dealing with stress management, self-esteem, learning styles and resources update.

WORKSHOP #6: HELPING STUDENTS TO IMPROVE ACT/SAT SCORES (p.m.)

A session providing test-taking skills including counselor/parent involvement, ways to reduce test anxiety, and test preparation. Current available materials will be displayed and a bibliography for reference provided.

WORKSHOP #7: DEVELOPING AN AWARD-WINNING SUBSTANCE EDUCATION PROGRAM (p.m.)

Representatives from school districts that have received recognition in Ohio as part of the U.S. Drug Free Schools Recognition Program will share the secrets of their success.

WORKSHOP #8: PROVIDING PROGRAMS FOR MEETING THE NEEDS OF ALL STUDENTS (p.m.)

This presentation will discuss the development of effective school-based systems approaches for meeting the needs of all students in the school. The common characteristics of successful Student Assistance Programs will be identified and demonstrated as applicable to all students.

WORKSHOP #9: UTILIZING A COLLABORATIVE EFFORT IN MEETING THE NEEDS OF HIGH-RISK YOUTH (SCHOOL/AGENCY/COMMUNITY PARTNERSHIPS) (p.m.)

Representatives from highly successful Ohio High-Risk Youth State and Local Partnership projects will share successful strategies and identify barriers to forming state and local partnerships to target high-risk youth. The partnerships attempt to coordinate multiple federal and state grant funds in order to develop a comprehensive service strategy for specific target populations.

GUIDANCE SKILL WORKSHOPS
SITES AND DIRECTIONS

April 24

Carrousel Inn, Cincinnati
8001 Reading Road
(513) 821-5110

I-75 to Exit 10B/Galbraith Road

April 25

SeaGate Centre, Toledo
401 Jefferson Avenue
Downtown Toledo
(419) 321-5100

I-75N to Exit 201B to Washington. Right on Washington to Summit (four blocks). Left on Summit to SeaGate parking garage located between Holiday Inn and Radisson Hotel.

April 27

Holiday Inn, Columbus West, Hilliard
2350 Westbelt Drive, Columbus
(614) 771-1104

Located off I-270 at Exit 10/Roberts Road.

May 1

Salt Fork State Park Lodge, Cambridge
(614) 439-2751

Located 9 miles off State Route 22 near Cambridge and the Interstate 77 and Interstate 70 interchange.

May 2

Holiday Inn (Boston Mills), Hudson
240 Hines Hill Road, Hudson
(216) 653-9191

Route 8 at Ohio Turnpike
Exit 12

WORKSHOP SCHEDULE

8:30 - 9:00 a.m.	Registration and Refreshments
9:00 - 10:00 a.m.	Opening General Session
10:00 - 12:00 p.m.	Morning Workshop Session
12:00 - 1:00 p.m.	LUNCHEON
1:00 - 3:00 p.m.	Afternoon Workshop Sessions
	Adjourn

GUIDANCE SKILL WORKSHOP

Carrousel Inn, Cincinnati
April 24, 1990

8:30 - 9:00 a.m.	REGISTRATION	
9:00 - 9:45 a.m.	Opening General Session Regency Room	**Edwin Whitfield** Associate Director Ohio Department of Education
10:00 - 11:45 a.m.	**Workshop 1** Revitalization of Guidance Gallery Room	**Speakers:** **Joel Chermonte** Coordinator of Guidance Fairview City Schools **Frank O'Dell** Chairperson, Educational Specialist Cleveland State University **Carl Rak** Adjunct Assistant Professor Cleveland State University
	Workshop 2 Post Secondary Options Roselawn Room	**Speaker:** **Frank Schiraldi** Assistant Director Elementary and Secondary Education Ohio Department of Education
	Workshop 3 Parenting Pavillion Room	**Speaker:** **Judy Airhart** Guidance and Counseling Ohio Department of Education
	Workshop 4 Occupational Career Information System Amberly Room	**Speaker:** **Jonette Patterson** Supervisor, Job Placement Ohio Department of Education
12:00 - 1:00 p.m.	LUNCHEON Regency Room	
1:00 - 3:00 p.m.	**Workshop 5** Guidance Section Mini Sessions Pavillion Room	**Speakers:** **Joan Novak** **Larry Foster** **Wanda Harewood-Jones** **John Chatman** Guidance and Counseling Ohio Department of Education
	Workshop 6 Helping Students to Improve ACT/SAT Scores Amberly Room	**Speaker:** **Edwin Whitfield** Associate Director Ohio Department of Education

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	Workshop 7 Developing An Award-Winning Substance Education Program Gallery Room	**Speaker:** **Margy Stevens** Drug Free Coordinator Lebanon City Schools
	Workshop 8 Providing Programs for Meeting the Needs of All Students Crown Room	**Speakers:** **Jeff Leimbach** OCPC Alcoholism Counselor **Barbara Murphy**
	Workshop 9 Utilizing A Collaborative Effort in Meeting the Needs of High Risk Youth Roselawn Room	**Speakers:** **Jackie Butler** **Larry Williams** High Risk Adolescents
3:00 p.m.	**Registration Table** Return Ohio Department of Education CEU "bubble sheets" Receive Licensure CEU Certificates	

GUIDANCE SKILL WORKSHOP

SeaGate Centre, Toledo
April 25, 1990

8:30 - 9:00 a.m.	REGISTRATION	
9:00 - 9:45 a.m.	Opening General Session Room 104	**Edwin Whitfield** Associate Director Ohio Department of Education
10:00 - 11:45 a.m.	**Workshop 1** Revitalization of Guidance Room 104	**Speakers:** **Joel Chermonte** Coordinator of Guidance Fairview City Schools **Frank O'Dell** Chairperson, Educational Specialist Cleveland State University **Carl Rak** Adjunct Assistant Professor Cleveland State University
	Workshop 2 Post Secondary Options Room 312	**Speaker:** **Frank Schiraldi** Assistant Director Elementary and Secondary Education Ohio Department of Education
	Workshop 3 Parenting Room 314/316	**Speaker:** **Judy Airhart** Guidance and Counseling Ohio Department of Education
	Workshop 4 Occupational Career Information System Room 207	**Speaker:** **Anne Lika** Supervisor, OCIS Ohio Department of Education
12:00 - 1:00 p.m.	LUNCHEON Rooms 202-208	
1:00 - 3:00 p.m.	**Workshop 5** Guidance Section Mini Sessions Room 314/316	**Speakers:** **Joan Novak** **Larry Foster** **Wanda Harewood-Jones** **John Chatman** Guidance and Counseling Ohio Department of Education
	Workshop 6 Helping Students to Improve ACT/SAT Scores Room 312	**Speaker:** **Edwin Whitfield** Associate Director Ohio Department of Education

	Workshop 7 Developing An Award-Winning Substance Education Program Room 207	**Speaker:** **Becky Stolorski** Drug Free Coordinator Brunswick City Schools
	Workshop 8 Providing Programs for Meeting the Needs of All Students Room 104	**Speaker:** **Mike Magnusson** Substance Abuse Program Coordinator Fostoria City Schools
	Workshop 9 Utilizing A Collaborative Effort in Meeting the Needs of High Risk Youth Room 209	**Speakers:** **Johnetta Gant**, Director **Robert Slack**, Coordinator Cares Program
3:00 p.m.	**Registration Table** Return Ohio Department of Education CEU "bubble sheets" Receive Licensure CEU Certificates	

GUIDANCE SKILL WORKSHOP

Holiday Inn, Hilliard
April 27, 1990

8:30 - 9:00 a.m.	REGISTRATION	
9:00 - 9:45 a.m.	Opening General Session Scioto/Shawnee/ Wyandot Room	**Edwin Whitfield** Associate Director Ohio Department of Education
10:00 - 11:45 a.m.	**Workshop 1** Revitalization of Guidance Scioto Room	**Speakers:** **Joel Chermonte** Coordinator of Guidance Fairview City Schools **Frank O'Dell** Chairperson, Educational Specialist Cleveland State University **Carl Rak** Adjunct Assistant Professor Cleveland State University
	Workshop 2 Post Secondary Options Shawnee Room	**Speaker:** **Frank Schiraldi** Assistant Director Elementary and Secondary Education Ohio Department of Education
	Workshop 3 Parenting Ottawa Room	**Speaker:** **Judy Airhart** Guidance and Counseling Ohio Department of Education
	Workshop 4 Occupational Career Information System Wyandot Room	**Speaker:** **Marilyn Shipman** Supervisor, OCIS Ohio Department of Education
12:00 - 1:00 p.m.	LUNCHEON Atrium Room	
1:00 - 3:00 p.m.	**Workshop 5** Guidance Section Mini Sessions Ottawa Room	**Speakers:** **Joan Novak** **Larry Foster** **Wanda Harewood-Jones** **John Chatman** Guidance and Counseling Ohio Department of Education
	Workshop 6 Helping Students to Improve ACT/SAT Scores Chippewa Room	**Speaker:** **Edwin Whitfield** Associate Director Ohio Department of Education

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	Workshop 7 Developing An Award-Winning Substance Education Program Miami Room	**Speaker:** **Phill Hobbs,** Principal Eastmoor Middle School Columbus City Schools
	Workshop 8 Providing Programs for Meeting the Needs of All Students Shawnee Room	**Speakers:** **Bill Ellsworth,** Director Student Assistance Programs Galion City Schools **Steve Powers,** Consultant Education and Prevention Powers and Associates
	Workshop 9 Utilizing A Collaborative Effort in Meeting the Needs of High Risk Youth Wyandot Room	**Speakers:** **Harvey Halliburton,** Program Director **Bob Marrah,** Coordinator New Directions
3:00 p.m.	**Registration Table** Return Ohio Department of Education CEU "bubble sheets" Receive Licensure CEU Certificates	

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GUIDANCE SKILL WORKSHOP

Salt Fork Lodge, Cambridge
May 1, 1990

8:30 - 9:00 a.m.	REGISTRATION	
9:00 - 9:45 a.m.	Opening General Session Ballroom	**Edwin Whitfield** Associate Director Ohio Department of Education
10:00 - 11:45 a.m.	**Workshop 1** Revitalization of Guidance Anvil #1 Room	**Speakers:** **Joel Chermonte** Coordinator of Guidance Fairview City Schools **Frank O'Dell** Chairperson, Educational Specialist Cleveland State University **Carl Rak** Adjunct Assistant Professor Cleveland State University
	Workshop 2 Post Secondary Options Anvil #2 Room	**Speaker:** **Frank Schiraldi** Assistant Director Elementary and Secondary Education Ohio Department of Education
	Workshop 3 Parenting Anvil #3 Room	**Speaker:** **Judy Airhart** Guidance and Counseling Ohio Department of Education
	Workshop 4 Occupational Career Information System Morgan Room	**Speaker:** **Jonette Patterson** Supervisor, Job Placement Ohio Department of Education
12:00 - 1:00 p.m.	LUNCHEON	
1:00 - 3:00 p.m.	**Workshop 5** Guidance Section Mini Sessions Anvil #3 Room	**Speakers:** **Joan Novak** **Larry Foster** **Wanda Harewood-Jones** **John Chatman** Guidance and Counseling Ohio Department of Education
	Workshop 6 Helping Students to Improve ACT/SAT Scores Anvil #1 Room	**Speaker:** **Edwin Whitfield** Associate Director Ohio Department of Education

	Workshop 7 Developing An Award-Winning Substance Education Program Anvil #2 Room	**Speaker:** **Carolyn Miller** Drug Free Coordinator Centerville City Schools
	Workshop 8 Providing Programs for Meeting the Needs of All Students Truce & Shackleford Room	**Speaker:** **Pat Neidert**, District Coordinator Chemical Awareness & Prevention Program Green Local Schools
	Workshop 9 Utilizing A Collaborative Effort in Meeting the Needs of High Risk Youth Morgan Room	**Speakers:** **Janet Groome**, Director Student Services Drug and Alcohol Council **Don Dague**, Director Drug and Alcohol Council
3:00 p.m.	**Registration Table** Return Ohio Department of Education CEU "bubble sheets" Receive Licensure CEU Certificates	

American School Counselor Association

September 30, 1989

Dr. Frank O'Dell
RT 1419 E. 24th & Euclid
Cleveland, OH 44115

Dear Dr. O'Dell:

We are pleased to inform you that your proposal has been selected for presentation at the 1990 AACD Convention in Cincinnati, Ohio, March 16-19th.

The Program Selection Committee was quite impressed with the up-to-date, pertinent content of your program. Participants will certainly acquire valuable knowledge to put to practical use.

Please note the information below regarding your program title, format, and time slot allocation. If you have questions, please feel free to contact AACD (703-823-9800) or Terri Pregitzer (513-831-9170).

We thank you for submitting a fine proposal which will not only enhance the convention, but the participants' professional growth as well.

Sincerely,

Doris

Doris Rhea Coy, ASCA President

Terri

Terri Pregitzer, ASCA Program Chair

Program Title REVITALIZATION OF GUIDANCE: A PROCESS OF CHANGE

Format Formal Presentation Time Slot Allocation 45 min.

5999 Stevenson Avenue ● Alexandria, Virginia 22304 ● 703/823-9800
ASCA is committed to equal opportunity.

APPENDIX E

STATE WIDE NEEDS ASSESSMENT

As part of the project dissemination efforts, Dr. Rak, Mr. Chermonte, and Dr. O'Dell presented at five regional state workshops sponsored by the Ohio Department of Education. At those workshops, 216 counselors completed a needs assessment. This appendix contains a summary of the results:

REVITALIZATION OF GUIDANCE

INFORMATION SURVEY

Instruction: For each of the following items please circle the number that best represents your present situation, thought, or feeling. The numbers indicate:

1. **strongly disagree**
2. **moderately disagree**
3. **am neutral**
4. **moderately agree**
5. **strongly agree**

		1	2	3	4	5
1.	My school district would benefit from being involved in a Revitalization of Guidance Project.	2.4	1.2	8.8	26	61.6
2.	If a statewide Revitalization of Guidance Project were available, my district would participate.	2	5	24.4	34.6	34
3.	My working role as a counselor is clearly defined.	13	25	21	33.6	12
4.	My present working role meets my expectation as to what a school counselor should do.	16.6	34	14.4	30	5
5.	Our school's guidance program is based upon student competencies.	25	39.4	12.8	18.8	4
6.	Basing our school's guidance program on student competencies would improve its functioning.	7.8	4.6	15	40.6	3
7.	The present organization of our school's guidance program meets the guidance needs of all students.	20	42.4	17.6	28	2
8.	I spend the majority of my time in developmental activities designed to serve all students.	21.2	41	18.4	16	3.4
9.	I spend the majority of my time in problem/crisis centered activities with a few students.	6	22.6	19.4	40	12
10.	I spend too much of my time performing administrative tasks and paperwork.	10.4	11	13.2	33.2	32
11.	Ohio needs a statewide model for guidance programs.	3.6	6.6	11.2	29.6	49

12. Please make any additional comments related to this survey on the back of this form.